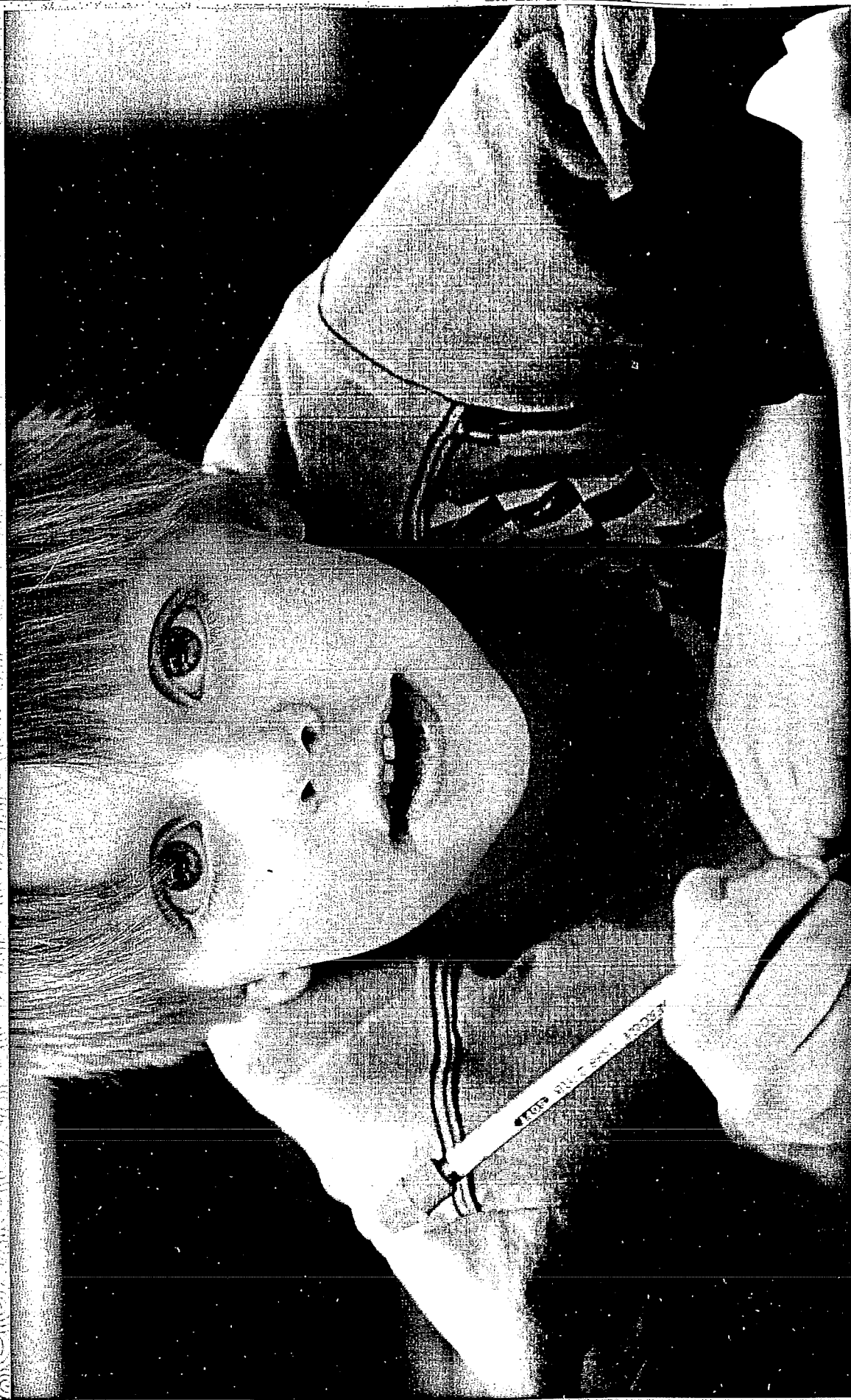


Launching the Writing Workshop



Washburn
PAPERMAN

Overview for Kindergarten Unit 1, Launching the Writing Workshop

Session/Minilesson		Conferring and Small-Group Work		Mid-Workshop Teaching		Share
Bend I: We Are All Writers						
1	We Are All Writers: Putting Ideas on Paper with Pictures and Words	Anticipating the Challenges of These First Days	Writers Work on Their Writing	Becoming a Club of Writers		
2	Writers Know that "When We Are Done, We Have Just Begun."	Helping Students Get Ideas onto Paper	Writers Write More Than One Piece in a Day	Learning Systems and Tools for the Writing Workshop: Table Monitors and Anchor Charts		
3	Carrying on Independently as Writers	Problem Solving Management Concerns	The Sound of a Productive Writing Workshop	More Tools for the Writing Workshop: Writing Folders and Date Stamps		
4	Writers Call to Mind What They Want to Say, Then Put That onto the Page	Study Your Students' Writing to Gain Insights for Future Teaching	Learning an Attention-Getting Ritual and Adding More	Showing Action in Pictures		
5	Stretching Out Words to Write Them	Supporting Students in Getting Words on Their Papers	Reading Our Writing to Our Friends	Adding Labels to Pictures		
6	Writing Even Hard-to-Write Ideas	Empowering Early Writers	Using the "When We Are Done, We Have Just Begun" Chart	Sharing Strategies		
Bend II: Writing Teaching Books						
7	Turning Pieces into Scrolls and Books	Encouraging Children to Add to Their Work While Nurturing Confidence and Building Enthusiasm	Making Cover Pages with Titles	Making Sure All the Pages in Your Book Go Together		
8	Planning Teaching Books Page by Page	Coaching Students to Return to Unfinished Work	Using a Newly Established Writing Partner Meeting Area	Going Back to Old Pieces and Writing More		
9	Asking and Answering Questions to Add More	Reflecting on Your Role in the Writing Conference	Being Our Own Writing Partner: Self-Assessing	Interviewing Writers about Their Process		
10	Stretching Out Words to Write Even More Sounds	Helping Writers of Varying Abilities to Put Words on Their Paper	Stretching Out Words to Hear Beginning and Ending Sounds	Using High-Frequency Words When Writing		
11	Letter to Teachers: Making Writing the Best It Can Be					
Bend III: Writing Stories						
12	Getting Ideas for Stories and Practicing Storytelling	Helping Writers Tell Their Stories	Going Back to Reread and Add More Details	Admiring the Work of Writers in the Classroom		
13	Planning Stories Page by Page: Planning and Telling Stories across Pages	Helping Students Stretch Their Stories across Multiple Pages	Noticing and Separating Pages that Don't Work Together	Planning Pages across Our Fingers		
14	Adding More Details to Pictures and Stories	Reminding Children that Writers Make Time to Write Words	Drawing and Writing to Show Action	Writing Partners Can Be Writing Teachers		
15	Letter to Teachers: Stretching and Writing Words: Hearing and Recording Sounds in Sequence					
16	Bringing Our Writing to Life: Adding Dialogue with Speech Bubbles	Coaching English Language Learners		How to Write a True Story		
17	Using Everything to Make Pieces the Best They Can Be	Nudging Students Toward Next Steps	Partners as Writing Teachers	Selecting Pieces for Publication		
Bend IV: Preparing for Publication						
18	Editing	Supporting Students as Editors	Fancying Up Writing for an Audience	Reflecting on Growth		
19	Letter to Teachers: Reading into the Circle: An Author's Celebration					

Stretching Out Words to Write Even More Sounds

IN AN EARLIER SESSION, you encouraged children to listen to the first sound they hear in a word and to record that sound. Now you'll give them strategies to hear *past* the first sound. In this minilesson, you will demonstrate how writers decide what they'll write, isolate the first word, say it and stretch it out, write the first sound, reread it, and listen for more sounds until the word is satisfactorily represented on the page. You'll also teach children how an alphabet chart can help them locate letters for sounds they have not yet internalized.

Regardless of whether children are writing sentences or labels, in this minilesson, you'll need to demonstrate saying each word slowly *within a sentence* and rereading the sentence as it grows on the page, the same way you reread a word as you add more sounds. In making this process explicit for children, you're increasing their phonemic awareness and solidifying their understanding of the difference between words and letters.

This lesson assumes most children are representing words with a combination of initial consonants and some random letter strings. For more experienced writers, you might modify this so that you demonstrate how different strategies are used with different words. Children need frequent and varied instruction in sound-letter correspondence to write the letters they need. During other times of the day you'll teach children to study, admire, and talk about the letters in their names; you'll sing the alphabet song, notice environmental print, and collect items that begin with certain sounds; you'll teach children a few precious sight words such as *me* and *mom*. Meanwhile, in the writing workshop, you'll teach children that letters can spell the messages they're dying to get across. In other words, writing workshop is where children will purposefully and meaningfully apply the letter and sound knowledge you are teaching them explicitly in other parts of your day.

In this session, you'll teach children that to record more sounds in words, they must say each word slowly, listening to each part of the word, and reread often.



IN THIS SESSION, you'll teach students that young writers say words slowly, over and over again, to write all of the sounds that they hear.



GETTING READY

- ✓ Physical items in the classroom to incorporate into a song about letter sounds (see Teaching and Active Engagement)
- ✓ Enlarged alphabet chart with each child's name printed next to the letter with which it begins. Children should already be familiar with this chart (see Teaching).
- ✓ Copy of alphabet chart for each child to have on hand while writing (see Teaching and Active Engagement)
- ✓ Your teaching book on honeycombs that you introduced the day before (see Teaching and Active Engagement)
- ✓ Materials for children to use during the share—white boards or individual paper, Post-its, and writing utensils

COMMON CORE STATE STANDARDS: W.K.2, RFS.K.1, RFS.K.2, RFS.K.3, SL.K.1, L.K.1, L.K.2.c.d; L.K.6



MINILESSON

Stretching Out Words to Write Even More Sounds

CONNECTION

Start the meeting with a phonemic awareness warm-up song.

"Stop, look, and listen," I sang, and the children joined me in the response: "Oh yeah!" Now that I had their full attention, I leaned forward as if to tell them something, and instead sang, to the tune of "Twinkle Twinkle Little Star," "I see something in the room/That begins with the sound /r/, and I gestured just a bit toward the rabbit. Now, bringing that into the song and gesturing for children to sing with me, I sang, "I see something in the room/ That begins with the sound /r/ rabbit, /p/ ... ?"

The children called out "Plant" and "Pen," and I scooped one of those up and returned to the song. "I see something in the room/That begins with the sound /r/ rabbit, /p/ plant." We continued in this way for a few more rounds of the song, incorporating a few more sounds.

Name the teaching point.

"Today I want to teach you that brave writers need lots of practice in hearing sounds and matching them to letters. To get the letters down, writers say the word they want to write, stretching it like a rubber band. Then they record the first sound they hear and reread. Then they stretch the word out again to hear the next sound. And so on and so on."

TEACHING

Tell children that there is a new tool—a mini alphabet chart—waiting at their writing spots.

I held up a small version of the class alphabet chart, handling it as if it were precious. "Writers, I've put little alphabet charts like this one next to each of your writing spots. You've seen the big one hanging on our wall, and some of you have even used it to help you write words in your books. It seems to me that you are ready to have your very own! Watch now while I show you how I use this very helpful tool."

◆ COACHING

When you teach young children something technical—like matching letters and sounds—it can help to introduce an attention-grabbing device, like a singing game.



Write publicly, demonstrating what you want children to try.

"I am going to add to my book about the honeycomb. This page shows the honeycomb lying on the ground, where I found it. The next page shows a swarm of bees around the honeycomb. Bees make honeycombs. And the last page shows a person licking honey off a spoon. People eat the honey bees make. Yum! My book so far goes like this."

Today on the way to school I found a honeycomb.
It looks really weird.
It is a bee's house.

"I need to add words to some of these pages. Let's see. I'll add some words to my new page that shows all the honey-bees making the honeycomb. Watch how I stretch out some words."

Shifting into the role of a child, I said, "Umm . . . I think I'll start with the words *honey bees*. That's the whole idea, but first I have to hear the sounds in just the first word—*honey*. /h/. "I muttered. "Hhhhh like *hat*. Let me look for the hat on my alphabet chart. Ooh! Here it is! The hat has an *H*! Hhhoney starts like hhhhat. *H*. Let me reread," which I did, with my finger under my print. I then articulated the still-unwritten sounds "onnenn' /n/ like *nest*! Let me find it! *N*!" I wrote it and reread, "honnneeeee' *E* like *eagle*! Did you see what I did? Now I'm going to reread *again*. 'Honey.' See how I keep rereading after I add each sound that I hear? Now what comes next? Bees. I'm going to stretch it out the same way. Watch how I use the alphabet chart." Breaking it down, I said, "/b/" and wrote *b*. I again reread with my finger under the letter *e*, and soon I'd progressed to saying /b, /e/. "I wrote *be* and again reread.

"Did you notice how first I said all of what I wanted to write—*honey bees*? Then I broke it down to just the first word—*honey*. Then I wrote and reread that. Then I said the next word—*bees*. I stretched out the sounds, wrote the letters, and again I reread. I reread after each letter I wrote, but I also reread all the words when I was done with the whole idea. Writers reread a *lot*. We reread as we stretch the sounds in a word, and we reread each word in a whole idea."

ACTIVE ENGAGEMENT

Ask children to join you in writing the sounds you hear in the words you write.

"Will you help me keep going? First I'll reread what I wrote. Let's do that together." I waited for the class to be with me, and together, with my finger under the print, we read, "'Honey bees.' Now can you help me write 'big buzz,' 'cause boy, do bees get noisy when they make honeycomb. What's first? *Big*. Let's say it and then find the first letter you hear on your alphabet chart! /b/. That's an easy one! *B*! Like *bee*! On your hands," I pointed to the palm of my hand, "pretend to write that word and I'll do it up here." I wrote *b*. "Now what do we do? We reread, don't we? Let's do it together. 'b/i/g' /iii/ like *igloo*! Look for it on your chart and hold it up! Let's reread. 'Bi/g/.' /g/ like . . ." I let my voice trail off and waited until children called out, "Goat!" "Yes! the *G*!" "Goat!" "Yes! the *G*!" "Find it! Point to it! Now draw it on your hand.

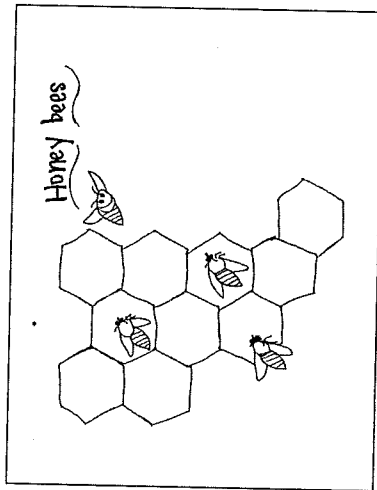


FIG. 10-1 Teacher's drawing of a swarm of bees around the honeycomb with the words "honey bees" added.

"Let's reread: 'Big.' What comes next? Buzz. Stretch out the first sound. Find the letter that you hear. It's like typing! Find and point to the first sound /b/ bbb/. Hold up your charts! Bbbbbb like bee again!"

"Say it with me," I said. "We are stretching the word like a rubber band." After saying buuuuuuzz together a few times, I said, "What sound do you hear next? /u/? Okay. We hear an /u/ sound. Point to it on your chart, write it on your hand, and I'll write it." Soon we had added *buzz* to the other words on the page. "What should we do next?" I asked. "Read the whole idea!" a few children replied. "Yes, you remembered! Let's reread what we just wrote together. 'Big buzz.' Yes!"

"We got lucky with that last word. You all are letter *b* experts by now! Let's try a few more words of my book before you go off to work on your own. 'Swarm.' A swarm is a group of bees." I helped children stretch and hear the sounds in *swarm* and then gave them the word *spoon* to try on their own.

LINK

Tell children to try on their own what you have done together, reminding them of the many available tools for matching letters to sounds.

"Today you are going to have some more writing time, and I want to suggest that instead of working on whatever is your most recent book, you look through all of your books and choose your favorite because in our next writing workshop, we are going to have a publishing celebration. We're going to display our books like art in a museum. And guess who's going to visit our museum? The fifth-graders!"

The kids' mouths opened wide.

"We want to be sure the big kids know what information we're teaching in our pictures, so let's be sure to get down as many words as we can in your favorite book. Think you're up for that? I do.

"Today, as you go off to write, remember that writers not only fill their pages up with pictures, but they also fill their pages up with words. Getting more sounds onto the page (more letters in your words) will help you remember what it is that you wrote and will help readers understand you. And remember, you have several tools to help you write words. You can look at the alphabet chart I just gave you, but also at the name chart and at all the words around our room."

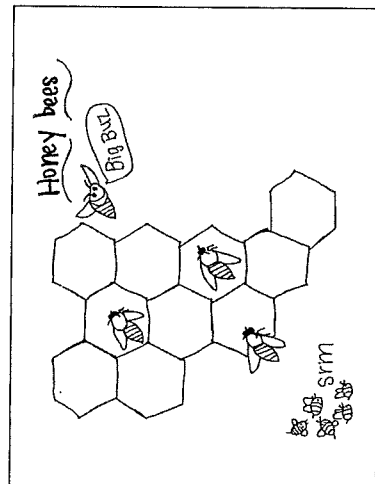


FIG. 10-2 Teacher's drawing of a swarm of bees around the honeycomb with the words "swarm" and "big buzz" added.

Students whose labels contain enough letters that both you and they can somewhat decipher them are more than ready to start writing sentences on each page. You could keep the small group of them with you on the carpet and say, "I've noticed that all of you have been working hard to add words to your pictures and that many of you have tried to label, like in Freight Train. That is wonderful. I did some labeling, just like Donald Crews did in Freight Train, also. In this piece I am teaching people about things they need before they go to bed. I have labels, but now I want to stretch myself as a writer and add a whole idea—a sentence. I think I'll write, "You need a toothbrush." That is something you need before you go to bed! You need to brush your teeth, right?" After you model this in your own writing, you could say, "I'm wondering how many of you feel that you could stretch yourselves as writers today and try adding some sentences under the pictures. Raise your hands if you think you can. Terrific! I can't wait to see your work!"



CONFERRING AND SMALL-GROUP WORK

Helping Writers of Varying Abilities to Put Words on Their Paper

IT IS IMPORTANT TO CONTINUE to help children identify what they want to say, isolate their first word, say that word slowly, and record the sounds they hear. Most children will need individual help with this. Don't feel that your teaching has fallen on deaf ears when children continue to need support. Do try to release your support by encouraging children to be the word stretchers in a conference, rather than having them listen to you stretching the words as they record the sounds. Take a little step back and notice the flow of your room now. You've raised the stakes and probably made some writers feel needy. Don't push your writers so hard that they can no longer carry on with independence and engagement. If your children start to become dependent,

you won't be free to do the teaching you need to do. Remind them to stretch their words, write what they hear, and be brave!

One way children will cope with the challenge of adding more words to their writing is to copy print from the classroom, write only what they know they can spell, or use similar strategies that feel safe. Continue to focus on choosing a topic that writers know and care about, drawing the content first, talking about the idea aloud, and only then writing. This will help them remember that their message—the meaning they want to communicate—is still central to the act of writing.

(continues)

MID-WORKSHOP TEACHING **Stretching Out Words to Hear Beginning and Ending Sounds**

"I was watching Draco write about his parrot, and he was trying to write *parrot*. He forgot how to write the /t/ sound, so guess what he did? He looked on the name chart and thought, 'Is there a name that starts like the /t/ sound? Oh! *Tom* starts like the /t/ sound.' Then Draco wrote the letter *t* at the end of the word *parrot*. So writers, you can find sounds for letters on the chart just like Draco did.

"Draco didn't just stop at parrot, though. He remembered that to teach things well means using lots of words, so he looked at his picture and realized he'd drawn a

cage that needed a label, and also the pellets that he feeds his parrot. *And* he wanted to write that his parrot talks—that it repeats certain things he says. I bet you know what he did next, right? You got it! Draco pulled out his name chart again and found names that begin with the same sounds as the words he wanted to write. And now look! "I held up Draco's piece for all the kids to see. "Draco's managed to teach us all about his parrot because he's added all these words to his pictures."

As Students Continue Working . . .

"Put your alphabet charts right next to you as you write, so when you say the words and are thinking about the letters, you have them right there next to you!"

"Point to something new and stretch out all the sounds. Don't just write down one! Write down a bunch!"

"Count the labels that you made on one page! Who has five or more? Who has three? Try to get one or two more and then turn the page! Keep going!"

Using High-Frequency Words When Writing

Recruit children's help adding high-frequency words to labels around the room.
I gathered white boards, markers, and blank Post-its and convened the class.

"Writers, do you know that not one of you has tugged on my sleeve to ask for help writing words today? You've been too busy figuring it out on your own! Some of you used your name charts to write words, and others of you used your alphabet charts, and lots of you used both.

"But do you know what? Even though those tools are super helpful, you don't always need them. That's because there are some words that all of you know even *without* looking at your word tools. They are stuck like glue to your memories! Words like *a*, *the*, *me*, and *my*. I see those words dancing across your pages.

"I'm thinking that our classroom could use your help. Look around the room. We have so many things labeled—the door, the library, our pet rabbit, our science center, even our chairs! But most of those things have one-word labels like 'door' or 'chair.'

"Everyone, let's read the words that I have here on our easel. They are the same words that are on our word wall." I held up a little pile of note cards on which I'd written the high-frequency words students had been practicing and learning.

I pointed and they read, "The." "Let's shout out the letters we see in 'the.' Give me a T!"

"T!"

"Give me an H!"

"H!"

"Give me an E!"

"E!"

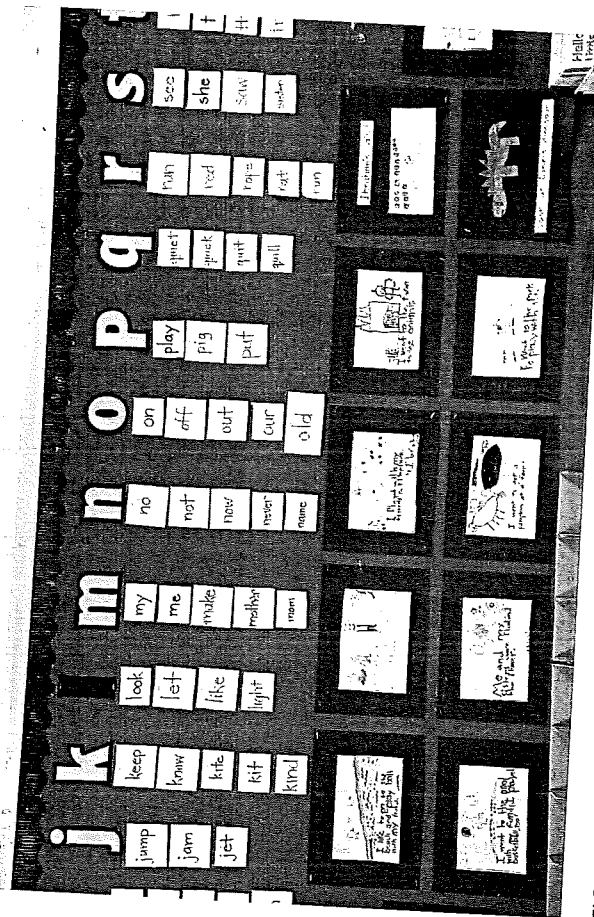


FIG. 10-5 Part of a high-frequency word chart

"What does that spell?"

"The!" We all shouted together.

"Matthew, quickly find something in the room that you can add 'the' to and write it in nice neat letters with this marker on this Post-it note. Everyone else, write it on your white board. Caps off. Go! When you're done, check the letters up here on the easel and then hold up your boards!"

Matthew scrambled to the door.

"The door!" I called out. "Nice choice. Read it back, Mathew. Put your fingers under the words."

I called a few kids more kids up and soon the room had a few longer labels that read: "the door," "a rug," "the library," "a rabbit," and "a cage."

"Wow! All these words everywhere. Our room is getting written, just like our books!"

Ask children to add a word they know by heart to their writing. Call on them to share what they've added.

"Right now, take out your writing and see if you can find a place to add one of the little words we know by heart. When you've found a place, show the person sitting next to you.

"Writers, when I point to you, hold up your book and read us your new label."

As I called on them, children sang out, "The sun!" "My mom." "A ball." "My cat and dog."

"Before we end our meeting, grab a marker off your table and add the word *my* to the label 'chair' on your seat." Soon the chairs all read "my chair."

"Wow, you brave, brave writers! Let me just point this out in case you are not aware of how amazing this is. You have written so many words using so many tools. You have gotten a bunch of words stuck in your memory like glue, and you have stretched out sounds to write words you *don't* have stuck in your memory like glue. When you are five, you don't know every single word yet. You're not supposed to. But you are supposed to be brave and use tools. And that's what you all are doing!"

